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Document title

Classroom Management Toolkit

Description

Classroom Management Toolkit from Rooty Hill and Minchinbury Public Schools for AGQTP project for new scheme teachers and supervisors

School/s:

Rooty Hill and Minchinbury Public Schools  
Format

MS Word



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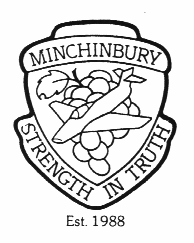
Building Classroom Practices that

Engage Students in Learning

*An Australian Government Quality Teaching Project*

Rooty Hill and Minchinbury Public Schools Project

Term 3 – 2006

*We have put together some of the classroom management resources that our New Scheme Teachers developed throughout ‘The Building Classroom Practices that Engage Students in Learning Project’.* We hope that you find them interesting and useful

Traffic Light System

The traffic light system comprises of a model traffic light with pegs for each student in the class. The traffic lights provide students with signals for corresponding behaviours:

* Green – Appropriate Behaviour
* Yellow – Inappropriate Behaviour

(student receives Detention )

* Red – Continued Inappropriate Behaviour

(student receives a conduct referral and is removed from class)

Each day students begin with their name on green. If students demonstrate inappropriate behaviour their peg moves to the next signal and they are reminded of the consequences for continued inappropriate behaviour. Once students get their behaviour back on track they are then able to physically move their name back onto the next lowest signal.

This is a great resource because it is visual, exciting and students are able to view what level of behaviour they are displaying immediately.



Mr Music

Mr. Music is comprised of a series of instrumental movie themes that run for one and a half minutes each.

Each morning, as students enter the classroom and begin to unpack, the teacher selects a theme. It is expected that students will be organised and seated before the end of the music. The themes were selected for their obvious wind-up so that students are able to gauge when they are almost out of time. If all students manage to unpack and be seated before the end of the music, class points are awarded. Mr. Music turns the chore of unpacking and getting students organised into a game. Students are motivated and enthusiastic when they hear the music and are rewarded with positive reinforcement for their efforts.

MCj03970380000[1]

Koosh Ball

Koosh Ball is used for questioning. Students remain alert and focused as they never know when they will have to catch the ball. Students also learn you only speak when you have the ball.



Visual Timetable

The Visual Timetable helps organise all students, especially those who require routine to help them know what’s happening throughout the school day.

Class points

Class Points are awarded if all students demonstrate good behaviour. Each time students demonstrate good behaviour the class receives ten points on the board. Rewards for class points are displayed at the front of the room as motivation for the students. For each two hundred and fifty points awarded, students receive rewards which have been selected with the teacher earlier.

Throughout the day students are reminded of behaviours

expected to receive points.



Flashy Fingers

Stand and flash fingers one at a time, or by twos or fives. Students are to guess the number that you flashed. Students remain alert and focused as they never know when you will flash your fingers and expect them to be able to know the exact number.



Noise Makers

In the classroom use a triangle, bell or shaker.

(Or any other musical instrument).

Each instrument gives a different instruction. e.g.

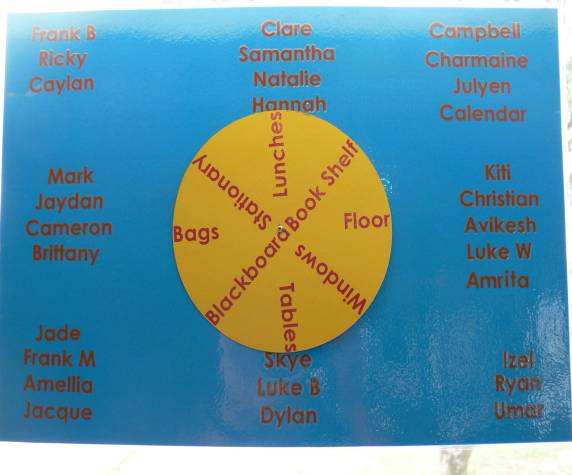
* + Triangle – arms crossed and listening.
  + Bell – freeze and put your hands on your head.
  + Shaker – can be used in drama for various things.

All students will need to have a great deal of practice to remember which instrument means which signal.



Job Wheel

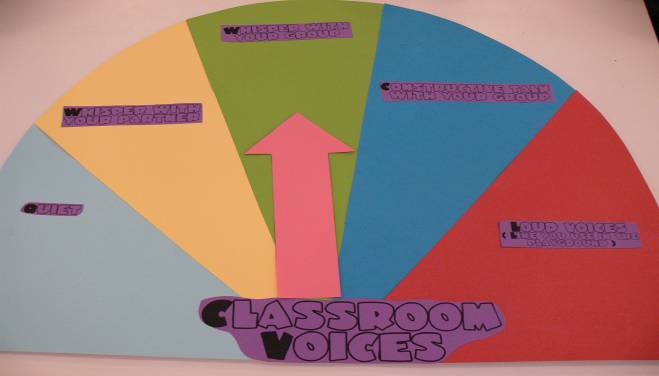
After you have made the job wheel there is no fuss over who has what job. Jobs are shared equally between students with a simple turn of the wheel.



Classroom Voices

Just like a loud-o-meter. It specifies the desired behaviour (such as quiet, whisper with a partner, whisper with your group, constructive talk in groups and playground voices/yelling.

The arrow indicates where the students should be and the arrow moves for each different lesson/activity throughout the day. The teacher refers to the Classroom Voices Chart to remind students of what they sound like and where they should be on the Voices Chart.



Heaven and Doom Boxes

As part of this resource there are two boxes. One is called a Heaven Box and the other a Doom Box.

When the class rules are established each student should be able to see the class rules within the classroom. These can be from listening to the teacher, walking in the classroom, only using drums for drumming, taking pride in work, caring for others, caring for yourself and caring for the school.

Positive and negative behaviours should be developed and stated, positive being similar to the class rules and negative being the opposite to class rules.

Positive and negative consequences should be established and displayed in the classroom.

A positive consequence could be:

* Picking a prize from a prize box.
* Extra computer time.
* Table points for their table.
* Canteen vouchers.
* Whole school rewards.

A negative consequence could be:

* Community service like picking up papers.
* Time out in another classroom.
* Missing out on a special class activity like computers.

When students demonstrate excellent behaviour they are allowed to choose a positive consequence from the HEAVEN BOX.

When students demonstrate negative behaviour they have to choose a negative consequence from the DOOM BOX.

This strategy highlights the behaviour boundaries of the classroom, helping to establish a safe and equitable learning environment. It is important to involve the students in the setting up of this resource so that they feel ownership of their behaviour.



In charge of silent game j0424444[1]

Five super students j0424492[1]

Computer time 15minutes j0410797[1]

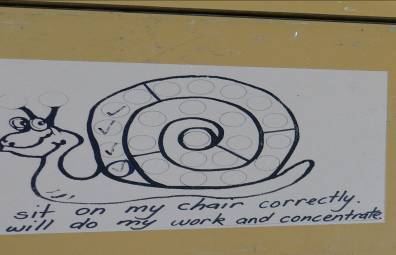
Individual behaviour charts

This strategy aims to recognise, record and reinforce positive behaviours displayed by an individual student.

The teacher and student identify any negative target behaviours that are affecting the safety or learning of the student or others. Together they are to agree on a positive alternative behaviour. The student can then focus on increasing this behaviour.

To encourage the use of the alternative behaviour, charts are used to enable the child and teacher to record the data by visual methods. A reward should be agreed upon by both the student and the teacher. The achievement criteria should also be discussed. It is best to start with small achievement levels to reinforce the display of the positive behaviours.

Eg. After the child has attained 5 ticks they may receive a reward. As the child displays the positive behaviour more frequently the ticks required can be increased, in turn this will decrease the child’s dependence on the positive reinforcement.



Whole class behaviour faces

This behaviour strategy is designed to provide students with a visual tool that indicates the achievement of whole class behaviour. The faces will also encourage individual students to work harder during learning tasks.

A sad or a happy face is displayed on the board to identify the current standard of behaviour.

This can also be adapted:

There are four different charts, each representing a type of behaviour. These charts are used the same way as if students’ names are going on the board; it’s just a visual cue for students. The first chart is of a smiley face and it represents good behaviour. ( This is where everyone starts ).

The second chart is of an unhappy face, students’ names can be moved to this chart when they are disrupting the class. If a child’s name is moved to this chart they will see it as a warning. ( This is the same as a child’s name going on the board ). The third chart is an angry face with its thumb down, it represents continuous bad behaviour.

If a student’s name is moved to this chart they will have timeout within the room or with another teacher.

At the end of each day all students who have stayed on the happy face will receive a positive reward already established within the classroom.



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